

Shoo, Fly



Shoo, fly, don't both - er me, Shoo, fly, don't both - er me,



Shoo, fly, don't both - er me, For I be-long to some - bod - y.



I feel, I feel, I feel, I feel like a morn - ing star.



I feel, I feel, I feel, I feel, I feel like a morn - ing star.



Oh, Shoo, fly, don't both - er me, Shoo, fly, don't both - er me,



Shoo, fly, don't both - er me, For I be-long to some - bod - y.



Drive me cra - zy!

Shoo, fly, go 'way!

SINGING

Sing the song in a lilting style to a very steady beat so the syncopation in the first, third and fifth measures can be heard clearly. Syncopation is when an accent occurs in an unexpected place, usually off the beat. Help students identify the syncopation in these measures by making a swatting motion each time they sing the word “fly.” Help them recognize that this accented word never occurs on the beat.

When the class is ready, layer in the ostinatos one at a time by having part of the class chant the ostinato while the rest sings. The ostinatos will be most effective if they are done with creative vocal inflection and if appropriate body percussion is created to reinforce each rhythm.

PLAYING

Play each ostinato on non-pitched percussion instruments while the class sings. Help students hear the contrast between the syncopated “Shoo, fly, go ‘way” and the steady beat of “Drive me crazy.” Perform the ostinatos in a manner that highlights this contrast.

CREATING

Instead of playing the entire rhythm of each ostinato on the same instrument, experiment with assigning each note (syllable) of an ostinato to a different non-pitched percussion instrument. If instruments are not available other sounds found in the classroom may be used. Experiment with a variety of sounds, and with using the sounds in different orders, until the students create a version of the ostinato they especially enjoy.

LISTENING

This song is in ABA form. Help students identify the “Shoo, fly” sections as the A sections and the middle section that starts with “I feel. . .” as the B section. Have them listen carefully to themselves as they sing the song and play the ostinatos. (See SINGING, PLAYING, and/or CREATING.) Discuss ways that they might be able to combine their singing and playing to highlight the form of the song and provide variety that makes the song more interesting to the listeners. Try several ideas. If possible record the class performing the song each way and then listen to the recordings and discuss which versions they prefer and why.

CURRICULUM INTEGRATION (Language Arts)

After completing several of the activities described above, students will have performed the song in a variety of ways. Invite them to imagine that their class will be releasing a music CD and that one track on the CD will be this song. Have them write a persuasive paper telling which version of the song they believe should be recorded on the CD and why.